

Month/Year completed: December 2018	Policy: English as an Additional Language (EAL)
Developed by: Director of Teaching and Learning, Director of Student Support Services and English as an Additional Language Team	
Language Use at GWA-Dubai	GWA-Dubai is a broadly multilingual school where dozens of languages may be in use at any one time. While English is the language of instruction and communication throughout the school, students use their mother tongue to communicate to friends and family. Students regularly use their mother tongue to better understand some of the cognitive academic language they are working to understand in class and while studying. (from GWA Language Policy)
Support for English Language Learners	<p>Admissions</p> <p>All students applying for admission to GWA are screened to see if any support is needed through English as an Additional Language (EAL). If admissions screening determines that a student may need EAL support, then a full English Assessment (WIDA) is administered to determine the specific level of EAL support required. Parents are then notified that EAL support will be needed in order to help their child access the English curriculum. Our primary assessment tool - called WIDA - can be administered up to three times a year and places students into proficiency levels based on their abilities in reading, writing, speaking and listening.</p> <p>From GWA's Admission Policy</p> <p>English is the language of instruction at GWA-Dubai and we aim for all students to be able to read and write at level for their age. However, in keeping with the IB philosophy, GWA-Dubai also recognizes the importance of mother-tongue language development and values and supports the acquisition of additional languages. If a student is identified as requiring EAL pull-out support, the service is provided for an additional fee.</p> <p>Goals of the EAL Program</p> <p>The EAL program prepares and supports students from grade 1 to grade 12 to function successfully in the regular classroom. The EAL program develops both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiencies (CALP) so the students become capable of working in the language of the classroom and curriculum and have the language skills needed to interact in social situations; which enables students to maximize the opportunities to use language in meaningful contexts.</p>

1. To use English to communicate in social settings the students will:
 - use English to participate in social interactions
 - interact with spoken and written English for personal expression and enjoyment
 - use learning strategies to extend their communicative competence.
2. To use English to achieve academically in all content areas students will:
 - use English to interact in the classroom
 - use English to process, construct, and communicate subject matter in spoken and written form
 - use appropriate learning strategies to construct and apply academic knowledge
3. To use English to function in socially and culturally appropriate ways in multicultural and diverse settings students will:
 - use the appropriate language variety and genre according to audience, purpose, and setting
 - use non-verbal communication to an appropriate to audience, purpose, and setting.
 - use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

These expectations are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student and what they are expected to know and be able to do at each specific grade.

EAL Support

GWA's English as an Additional Language (EAL) offers two types of support for students, intensive and in class. The primary tool to determine the type of support is the WIDA, which is an English proficiency assessment that measures (EAL) English proficiency is measured in the areas of speaking, listening, reading and writing.

Eligibility for Receiving Intensive (pull-out) Support

Grade	Semester 1 Criteria for Intensive Support	Semester 2 Criteria for Intensive Support

1	Overall score of 3 or less, or a score of less than 3 in reading and/or writing	Overall score of 3 or less, or a score of less than 3 in reading and/or writing
2	Overall score of 3 or less, or a score of less than 3 in reading and/or writing	Overall score of 3 or less, or a score of less than 3 in reading and/or writing
3	Overall score of 3 or less, or a score of less than 3 in reading and/or writing	Overall score of 4 or less, or a score of less than 4 in reading and/or writing
4	Overall score of 4 or less, or a score of less than 4 in reading and/or writing	Overall score of 5 or less, or a score of less than 5 in reading and/or writing
5-12	Overall score of 5 or less, or a score in reading and writing that is less than 5	Overall score of 5 or less, or a score in reading and writing that is less than 5

*The above table is a guide to determine support needs based on one data point, WIDA. Other internal and external data is used to determine best support needs for the individual student.

**Students are assessed through the WIDA beginning and end of the year. However, returning students are not reassessed at the beginning of the year since they were assessed at end of year prior. Additionally an assessment may occur mid-year based on internal and external data showing significant progress and possible transition to in-class support only.

*** (Scoring a 5 on the WIDA shows they should be able to be proficient in the classroom setting)

	<p><i>Intensive (Pull-Out) Support</i></p> <p>Additional support through pull-out classes by an EAL specialist provides students with the opportunity to increase their English proficiency. These students spend the majority of their day in their regular classroom but receive additional, targeted Tier 3 intervention from an EAL specialist. In addition, these students will also receive some in-class support by an EAL specialist.</p> <p><i>Transitioning from Intensive (Pull-Out) to In-Class Support Only</i></p> <p>Students are transitioned to in-class support only when their English proficiency scores on the WIDA exceed the pull-out criteria and other internal and external data support this transition.</p> <p><i>In-Class Support</i></p> <p>EAL teachers work in collaboration with class/subject teachers to provide language acquisition support within the regular class instruction. This assists students by ensuring their understanding of content and processes and curriculum homework expectations. EAL will progress monitor students by completing in class observations, reviewing classroom work and external assessments.</p> <p><i>Monitoring</i></p> <p>EAL staff use external and internal assessments to monitor progress a minimum of quarterly and communicate with teachers when necessary for the first semester of not receiving in-class support.</p> <p>EAL Support in the Senior School</p> <p>Students meeting the eligibility criteria for pull-out EAL services in the senior school will receive that support during their assigned supervised study classes.</p> <p>EAL Services and Fees</p> <p>The support services may include, working with the classroom teacher to provide support strategies within the classroom environment; in-class support and/or intensive pull out support lessons, either individually or in a small group. If two or more intensive pull out support lessons a cycle is recommended, there is a fee of AED 3750 each semester.</p>
<p>Intensive Support Models</p>	<p>PYP (grades 1-5)</p> <p>Students that are new to English or score a 1 on the WIDA, entering, will receive intensive EAL services in place of Unit of Inquiry and will also receive 2 or 3 additional EAL lessons per week depending on grade level. These</p>

students will also receive support within their mainstream classes in the area of literacy and some of their math lessons based on their individual needs.

Students that meet EAL criteria for intensive EAL services will receive intensive EAL lessons 2 or 3 times per week depending on their grade level. These students will also receive support within their mainstream classes in the area of literacy and some of their math and UOI lessons based on their individual needs.

MYP (grades 6-9)

Students that score a 3.4 in reading and/or writing on the WIDA will be enrolled in the Emergent EAL service delivery model. They will receive intensive EAL services in place of Language Acquisition (French/Spanish), English and Individuals and Societies. These students may also receive support within their mainstream classes in the area of science and/or math depending on their individual needs. Students will transition into English Language and Literature and Individuals and Societies when they score above a 3.5 in reading and writing on the WIDA and other internal and external data shows evidence that their English proficiency is at a level that they can access the curriculum.

Students that score between a 3.6 and 4.9 in reading and/or writing on the WIDA will receive intensive EAL services in place of Language Acquisition (French/Spanish). These students will also receive support within their mainstream classes in the area of science and/or math depending on their individual needs.

MYP (grades 10)

Students that score a 4.9 or below on the WIDA will receive intensive EAL services in place of CORE. These students will also receive support within their mainstream classes in the area of English Language and Literature or Individuals and Societies depending on their individual needs.